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AUTHOR	Syropoulos, Mike
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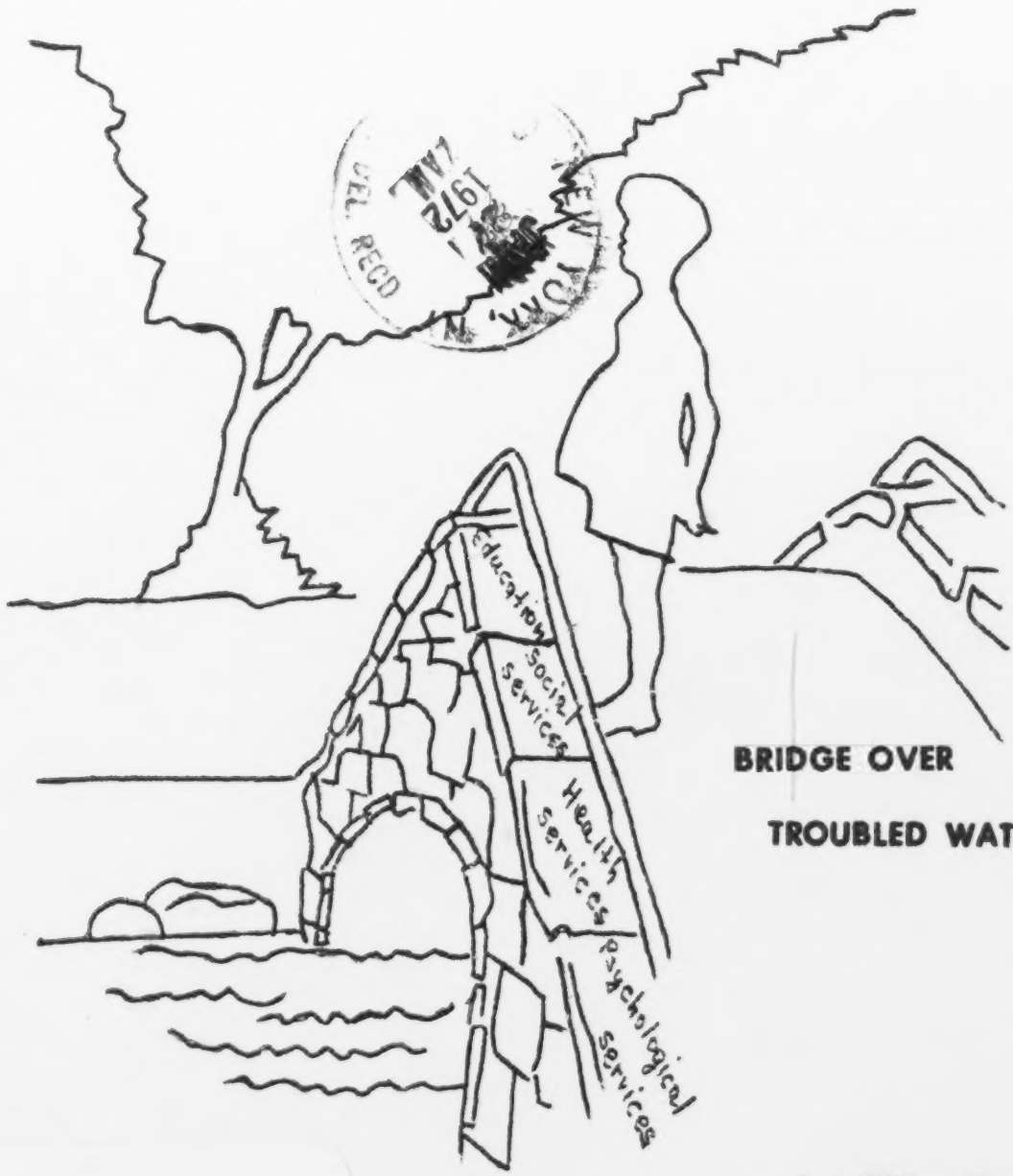
ABSTRACT

The purposes of Detroit's Continuing Education for Girls Project, funded under Title I, ESEA, are as follows: (1) to continue the educational program of girls who might otherwise be compelled to drop out of school either during their pregnancy or permanently after childbirth; and, (2) to provide comprehensive educational, social work, and medical services to meet the multiple needs of the pregnant school-age adolescent. Its primary function is to coordinate in a school setting educational, psychological, health, and social services for girls under 16 years of age who are pregnant. The project endeavors, whenever possible, to include girls over 16 who wish to continue their education. This is a ten- month project with eight weeks summer school session. Girls were carefully selected for admission, so that those given this opportunity were the ones judged most likely to take advantage of the program. During the school year ending August 1971, 233 girls were enrolled in the program. The center accomodates about 110 girls at one time at maximum. Fourteen percent completed their graduation requirements while in the project and received high school diplomas, while 56 percent left the program planning to return to regular school. Fourteen percent dropped from the program. (Author/JM)

ED 059329

EVALUATION OF THE PROGRAM TO CONTINUE THE EDUCATION OF GIRLS WHO MUST LEAVE SCHOOL BECAUSE OF PREGNANCY

1970–1971



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by Mike Syropoulos

Project Evaluator (Title I)

The Research and Development Department
Program Evaluation Section
(Funded under Title I, ESEA)

Detroit Public Schools
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BACKGROUND OF THE PROJECT

Introduction

The increasing incidence of teenage pregnancy has been receiving considerable attention and thought in many communities throughout the United States. Some authorities contend that pregnancy is a leading cause for teenage girls' leaving school, and indeed, that twice as many leave school because of pregnancy as for all other medical and physical reasons combined.

The concept that the pregnant teenager requires the best treatment the school and community can provide is neither understood nor well accepted by the public, which still figuratively pins a scarlet letter on her.

The prevailing policy in public school systems throughout the country requires that pregnant girls drop out of school as soon as the pregnancy is known or shows. (As of September 1971, Michigan law allows the pregnant school-age girl to remain in school if she so desires. See Appendix.) The "known-or shows" dismissal policy has been the official unwritten policy in the public school systems.

Many communities throughout the country have realized that excluding the girls is not the answer to the problem. A number of special programs have been established. Although most of these programs are comprehensive their emphases vary. Most of them include educational, medical and social services. The major objective of these programs is to continue the education of these girls so that they will not drop out of school and become economic burdens on society. Usually these programs include early medical service to the girls in the interest of their health and the health of their babies. Often social work services are provided to help the girl resolve her immediate personal and family problems and perhaps instill a positive self-concept. It is hoped that with the educational, medical and social services, the girl will continue her education and graduate from high school, become a better mother, and be prepared for the world of work. It is also hoped that a comprehensive continuing education for girls program will be effective in reducing the incidence of further illegitimacy.

Purposes of the Program

The purposes of Detroit's Continuing Education for Girls Project[1] are as follows:

1. To continue the educational program of girls who might otherwise be compelled to drop out of school either during their pregnancy or permanently after childbirth.

2. To provide comprehensive educational, social work, and medical services to meet the multiplicity of needs of the pregnant school-age adolescent.

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[1]Throughout this report the project is often referred to as the CEG Project.

3. To develop better child rearing habits.

4. For those who are unwed--to intervene in the cycle of generations of illegitimate births, poor child rearing habits, and poor personal habits, through a multi-discipline approach, hopefully improving the pregnant adolescent's image, feelings of self-worth, her social relationships, and general value system.

5. To improve family relationships between the girl and her family through individual and group counseling as related to specific individual emotional problems around relationship, pregnancy, and preparation for motherhood.

6. To detect indications of physical defects and/or psychopathology and get the adolescent involved immediately in therapy.

7. To assist in arranging for adoption through an adoption agency or a child care plan for the infant after birth in order to prevent permanent school dropout.

8. To help prepare the adolescent for entering one of the job training programs available where return to school is finally deemed not feasible.

9. To foster good health of the babies through encouraging early infant clinic care.

10. To encourage the enrollee to return to the center after delivery of her baby so that she can be helped to get ready (socially, medically, and psychologically) for return to regular school.

11. To promote complete prenatal and postnatal care with the schools acting as a cohesive force to promote the use of available health and welfare opportunities.

12. To strengthen the girl against exploitation.

13. To prepare the pregnant girl for the role of mother and in some instances wife.

14. To prepare the home and school to receive the girl.

15. To help the girl begin to develop positive long range goals for a healthy adult life.

16. To prepare the senior for the world of work and/or higher educational opportunities.[1]

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[1]Boykin, Nancy M., A Reference Guide on the Program for Continuing Education of Girls, March 1966 (Mimeograph).

Operation of the Project

The project, Continuing Education for Girls Because of Pregnancy, began on January 31, 1966. This program is a federally funded project (Federal Assistance for Education of Low Income Families, Title II, Public Law 81-874 as amended by Public Law 89-10, ESEA, Title I) under the administration of the Detroit Public School System. Its primary function is to coordinate in a school setting educational, psychological, health, and social services for girls under 16 years of age who are pregnant. The project endeavors, whenever possible, to include girls over 16 who wish to continue their education. During the 1970-71 year of operations the project operated in the Adlai Stevenson Building at 10100 Grand River. This is a ten-month project with eight weeks summer school session.

Referral Procedures

Referrals to the project can be made by anyone who knows of a pregnant teenage girl who is interested in participating in the program. All referrals are made by phone to the director's office (Mrs. Nancy M. Boykin).

Eligibility for Referral

Referral to the project can be made of any pregnant girl (under 18 years of age) who is enrolled in Detroit public or parochial schools and/or who has recently dropped out because of pregnanty. These girls had to be enrolled in disadvantaged area schools eligible for participation in Title I federal projects (A & B schools only).

Priorities in Referral

When applications exceed capacity, priorities are as follows:

1. All girls (regardless of age) needing junior or senior high school course credit towards the next graduation.

2. All very young girls, 11, 12, and 13 regardless of grade or degree or pregnancy.

3. Any girl in the first four months of pregnancy.

Transfer of Pupil from Regular School

The student is admitted to the Continuing Education for Girls Project usually at the beginning of the semester or at the point when a vacancy occurs and the student is still in regular school and can be transferred over. If the student is under 16 years of age she is legally excused from school and she is placed on a home teaching status. If the student is over 16 years of age, she is excused from school because of pregnancy and her record is marked "left, overage." (This is changed for the 1971-72 school year as a result of the new law.)

At the point when she is enrolled in the CEG Project, the Director of the School Attendance Department requests her cumulative record which is then made available to the project. (This is changed for the 1971-72 school year as a result of the new law.)

Every girl who enrolls is asked to bring her parents or guardian in for the initial interview at which time a description of the project will be given and a Parent's Agreement Form will be signed. This will include the following: (1) consent for release of medical, psychiatric, social and educational information on the child; (2) a willingness to attend any individual or group meetings requested and cooperation where home visits are needed; (3) assuming a full responsibility for their daughter's attendance at the school.

Also required is a medical statement from a clinic or physician verifying pregnancy and expected date of delivery as well as any medical complications.

Staff

As of September 1970 to August 1971, the project included the following staff:

1 Director
6 Full-time classroom teachers
1 Half-time classroom teacher
2 Homebound teachers
2 Social workers
3 Teacher aides
1 Part-time psychologist (two days a week)
1 Stenographer
2 Clerk-typists

Services Provided by the CEG Project

Educational Services

The students are grouped and scheduled for courses according to their individual curriculum needs. The courses of study tends to follow as closely as possible to the curriculum as prescribed by the Detroit Public School System. However, science and advanced math are not offered at this time. The classes are multi-grade and flexible with individualized teaching, group teaching, team teaching, and use of appropriate program materials. The classes range from nine to 25 students and include students of varying interests and levels of ability. Classes are usually at full strength the first month of each semester. After the first month many of the girls go on homebound, One homebound teacher is utilized for girls who are confined at home. The homework for these girls is checked and evaluated by their regular CEG teachers.

The CEG curriculum includes the following courses:

Social Studies

American History I & II
World History I & II
Black History
Civics & Economics
Geography
Social Studies (Junior High)

Mathematics

General Math

Commercial

Senior Intensified Program (SIP)
Typing Clerical Skills

English	Home Economics
Composition & Literature (Junior and Senior High School)	Family Living Clothing I, II, III House Selection & Furnishings Child Care & Development

In addition to courses in the regular public schools, the CEG curriculum includes some special courses designed to meet the unique needs of participants. Such courses as personal and family living were expanded to include: good citizenship, social customs, standards of behavior, human needs and drives, emotions and conflicts, infant care and child rearing. Each student is graded on a regular public school report card.

The Senior Intensified Program (SIP) for clerk-typists was offered for those students who are in their senior year of high school. The basic aim of SIP is to prepare young people for an entry job in the clerical field. SIP was developed by Wayne State University and the Detroit Public Schools Business Education Department as a result of a survey of business in the Detroit area and suburbs. The survey pointed out those tasks which beginning office workers normally performed. The basic idea of SIP is to work intensively with those students enrolled so they will be proficient in performing the duties identified by the survey.

The educational services are offered during the prenatal and postnatal periods in the center with the homebound teacher following up during the period of home confinement and when medical complications may occur. When the adolescent is deemed ready to return to regular school, arrangements for her placement are made on an individual basis. Upon request by the receiving school, her cumulative record is transferred. No reference is made regarding the pregnancy. It is made imperative that this will remain confidential.

Health Services

Enrollees are provided with educational and medical referral services but not treatment. All students are required to attend health clinics regularly as part of the prenatal care program. The project makes preparations for delivery and postpartum care, and it arranges for treatment of other identified health problems. It encourages early registrations at neighborhood infant health clinics for health supervision and protective immunization.

Transportation Services

The students are expected to furnish their own transportation, but in instances where the student is unable to do so, she may obtain bus fare through the social worker.

Practicum Experience Services

Graduate students and upper class undergraduate students from Wayne State University and other local higher educational institutions are involved in practicum experiences with the project. They assist in the family life education program and gain experience in tutoring, social work, and health education.

Psychological Services

Psychological tests are one of the tools utilized by the psychologist in her effort to identify strengths and weaknesses in the emotional, educational, and vocational spheres. On the basis of the evidence obtained, the counseling process may be more successful in enabling the girls to effect a positive emotional adjustment.

On a referral basis the psychologist may be called upon by other staff members to evaluate a particular student. The evaluation may include individual intellectual aptitude or personality assessment. After the assessment, the psychologist may discuss the findings with the staff member who made the referral. As a result of the conference, a program may be set up whereby the girl can achieve success in the CEG program.

The psychologist also uses direct behavioral observation. It is hoped that the knowledge gained from the evaluation will be beneficial for the staff in their efforts to help the girl make a successful adjustment in her environment. Presently, the psychologist is employed part-time.

Social Services

The CEG program has two social workers. The social worker plays a very significant and necessary role in the project. First of all, she is responsible for the initial interview of the girl and her parent, and at this time data about the girl and the family are obtained and an explanation of the program is given.

Being based at the center, the social worker is always available to the girl and many times problems that are upsetting to the girl may be resolved or alleviated right on the spot. The social worker also uses group discussions to enable an exchange of ideas, feelings, and attitudes.

The social worker also visits the home to help the parent gain insight and awareness of the factors which may have precipitated the girl's difficulties and pregnancy.

Supplementary Services Provided by Special Agencies

In an effort to meet speical needs of CEG participants, the project staff frequently drew on the resources of various community agencies and organizations. The Health Department Visiting Nurses Association and the Detroit Maternity and Infant Care Project offered their services to be used in any way that was feasible. The consultants from these agencies explained to the girls how to use their services and what is available to them; they discussed common health problems of babies and mothers; they also put on demonstrations to give specific instructions about baby feedings, bathing, and health care.

Other agencies and programs such as the In-School Youth Work Program, Higher Educational Opportunities, Upward Bound Counseling, Michigan Employment Security Commission, and Federal Department Stores offered counseling, advice, help or placed students on jobs.

The response to the CEG Project by the cooperating agencies was positive for the most part.

Procedures Used to Measure Attainment of Objectives

Evaluation of the project was, to a great extent, based on observations and interviews made by the evaluator. These were directed to an appraisal of the program by the students, the staff, and the evaluator in terms of determination of extent to which objectives of the program were realized. The types of evidence sought and the sources of the evaluation data collected were as follows:

Type of Evidence	Source of Data
1. Evidence concerning the continuation of the girls' education who might otherwise be compelled to drop out of school either during their pregnancy or permanently after childbirth.	CEG and other school records, and school counselors.
2. Evidence concerning the value of comprehensive educational, social, and medical services.	Questionnaires and interviews administered; CEG teachers, social workers, nurses, and students.
3. Evidence of change by CEG girls' relationships with their families, parents, siblings, and peers.	Social workers' and psychologist's records. Also questionnaire administered to CEG teachers and students.
4. Evidence concerning the effectiveness of the nurses, doctor, social workers, and psychologist.	Questionnaires and interviews administered to teachers and students.

Major Evaluation Findings

Findings Concerning Continuation of Schooling of CEG Participants

The major purpose of the project was to enable pregnant girls to continue their education until they could re-enroll in a regular school. As has been indicated, girls were carefully selected for admission, so that those given this opportunity were the ones judged most likely to take advantage of the program. The findings on the number of girls who completed the program probably reflect this selection. "Completion" is defined simply as either having remained in the CEG Project until ready to be transferred to regular school or having completed the needed courses and graduated through CEG.

During the school year ending August 1971, 233 girls were enrolled in the CEG program. The center accomodates about 110 girls at one time at maximum.

The data in Table 1 provide evidence of the project's effectiveness in facilitating the continuation of schooling by girls who were enrolled during the period from September 1970 through August 1971. Two favorable results of CEG participation are especially noteworthy. One is the high school graduation. Of the 233 girls

enrolled, 33 (14 percent) completed their graduation requirements while in the project and received high school diplomas. The other is that 131 (56 percent) of the girls left the program planning to return to regular school.

Table 1

CEG Project Enrollment Statistics
September 1970 through August 1971

Total Number Enrolled in CEG	Numbers and Percents of Participants				
	High School Graduates Through CEG	Left CEG to Return to Regular School	Left CEG to Enroll in Another Program	Dropped from CEG	Continued in CEG after Aug. 1970
233	33 (14%)	131 (56%)	5 (2%)	32 (14%)	32 (14%)

Table 1 shows that 32 (14 percent) of the girls dropped from the CEG program for various reasons such as poor attendance due to poor health, low motivation or emotional problems.

Of the five girls (two percent) who left CEG to enroll in another program, some of them went to Upward Bound and Job Upgrading.

Findings Concerning Test Battery Results

A battery of tests was administered to 115 students by the psychologist during the semester of September 1970 through January 1971.

The test battery consists of the Henmon-Nelson Tests of Mental Ability, the Mooney Problem Check List, figure drawings and a sentence completion blank. This battery of tests was developed to facilitate early detection of students with major emotional problems and to give the administrator and staff some idea of the educational level of functioning.

The Henmon-Nelson Test of Mental Ability gives the impression of being an intelligence test. However, since this test has been validated on the basis of its ability to predict success in school, the more descriptive title of scholastic aptitude test is more appropriate. This test offers results in terms of I.Q., Mental Age, Percentile rank and Grade equivalent.

The Mooney Problem Check List is of considerable value because it draws attention to specific concerns about which the student is ready to talk and wants help. It is a preliminary interview rather than a measuring device and thus aids the social workers staff in developing groups and speeds the development of understanding of individual needs.

Figure drawings of a house, tree, person, family, and pregnant woman are requested of the students. These drawings are looked at as reflections of the student's personality and are aids in developing a total picture of the student both intellectually and emotionally.

The sentence-completion method is one of the simplest methods of obtaining information on conflicts either for screening of disturbed persons or as a preliminary to interview. Although the responses can be consciously controlled, the cooperative subject generally gives a useful picture of some of his salient attitudes.

The results of the test battery are shared among social workers and teaching staff to facilitate better understanding of each student's needs. Educational planning and social workers services are expedited through use of this battery.

Henmon-Nelson Test of Mental Ability

This test presents in rotated order various item types with a steady rise in difficulty. Items include information, proverb interpretation, figure analogies, following directions, etc. This short measure of scholastic ability has reliability over 90 but considerable overlap with reading ability.

7th, 8th, and 9th grades -- 17 cases

IQ range - 67 to 118
IQ median - 90

Grade equivalent range - 4.5 to 15.4
Grade equivalent median - 8.3

Mental Age range - 10.3 to 18.9
Mental Age median - 13.6

Percentile rank range - 3 to 95
Percentile rank median - 53

10th, 11th, and 12th grades -- 54 cases

IQ range - 76 to 128
IQ median - 91

Grade equivalent range - 6.1 to 16.3
Grade equivalent median - 9.4

Mental Age range - 12.1 to 26+
Mental Age median - 14.3

Percentile rank range - 5 to 96
Percentile rank median - 46

Mooney Problem Check List

The high school form of this test is used for all students as the problems listed in it seem more applicable to the students. This form contains 330 items, 30 in each area.

Table 2

Mooney Problem Check List-7th, 8th, and 9th Grades -- 17 Cases

Areas	Percent of Girls Who Chose Three of the 11 Problem Areas
Health and Physical Development	23
Finances, Living Conditions and Employment	35
Social and Recreational Activities	23
Social-Psychological Relations	35
Personal-Psychological Relations	53
Courtship, Sex, and Marriage	65
Home and Family	23
Morals and Religion	23
Adjustment to School Work	23
The Future: Vocational and Educational	59
Curriculum and Teaching Procedure	17

Table 3

Mooney Problem Check List-10th, 11th, and 12th Grades -- 54 Cases

Areas	Percent of Girls Who Chose Three of the 11 Problem Areas
Health and Physical Development	38
Finances, Living Conditions and Employment	59
Social and Recreational Activities	7
Social-Psychological Relations	35
Personal-Psychological Relations	22
Courtship, Sex, and Marriage	52
Home and Family	17
Morals and Religion	26
Adjustment to School Work	31
The Future: Vocational and Educational	33
Curriculum and Teaching Procedure	7

Figure Drawings

The figure drawings offer an over-view of the general personality development of the students.

Inferences from drawings:

1. Few had happy, healthy relationships with their parents
2. Many have dominating mothers
3. Girls have problems in their relationships with other people
4. Self-punishment
5. Unsure of self
6. Longing for emotional warmth
7. Immature personality
8. Manifestations of the girl's unconscious repressed drive to attain a substitute for the love which she feels has been denied her
9. Virility strivings
10. Crippling lack of autonomy

Sentence Completions

The sentence completion blank also offers a picture of the general personality structure of the student.

Inferences from sentences:

1. Thirty-two of the girls live with parents.
2. Sixty-four of the girls live with their mother.
3. Six of the girls live with their grandmother.
4. One of the girls live with her grandparents.
5. Four of the girls live with their father.
6. Eight of the girls live with other relatives.
7. Girls did not care for or have not been happy with the father of their child. Only one girl referred to her baby as "our" baby.
8. These girls wanted a baby, without an accompanying husband, a baby that might somehow serve as a solution for unconscious strivings and conflict.

9. Girls express fear of losing their baby and of the birth process.

10. The relationship of the girl to her siblings is poor--there seems to be a good deal of hostility.

11. School is viewed in a positive way.

12. Authority figures seem to be tolerated with a great deal of repressed anger and resentment.

13. A great deal of difficulty in listing strong points about themselves was expressed.

14. One of the major "worries" or concerns of this group is health of both parents, themselves, and their babies.

15. Sexual relationships are viewed in a very "matter of fact" manner as a form of nature by the majority; a few girls see it as a beautiful experience.

16. Teachers are seen as very positive and considerate people.

17. The two things listed as "needed the most" are love and affection, and money.

18. Religion was seen as meaningful and necessary.

19. Bringing up a child was seen as "not easy" but "looking forward to it."

Summary of Test Results

The test battery offered an over-view of the student population. The following is a summary:

1. Intellectual level of functioning is average.

2. Educational level of functioning is approximately one grade level below actual grade placement.

3. The majority of the student problems lie in the areas of:
   a. personal-psychological relations
   b. courtship, sex, and marriage
   c. the future: vocational and educational
   d. finances, living conditions, and employment

4. Few have happy, healthy family relationships.

5. Longing for emotional warmth.

6. Immature personality.

7. Little or no relationship with the father of their child.

8. Poor sibling relationships.

9. School and teachers are seen positively.

10. A great deal of concern over health.

Findings Concerning Personal Contact and Experiences of Junior and Senior High School Counselors

In Spring 1971, a questionnaire was sent to 371 junior and senior high school counselors to obtain necessary data regarding their personal contact and experiences with the CEG Project. The total number who completed and returned the questionnaire was 178. This represents 48 percent of the population. The following is a summary of the findings:

1. Fifty-six percent of the counselors indicated that they had referred girls to the CEG Project.

2. There was an average of six girls per counselor referred to the project. The range was from one to over 20.

3. There was an average of five girls referred that was accepted into the project. The range was from one to 20.

4. There was only 33 percent of the counselors that received feedback on the success of the girls.

5. Eighty-six percent of the respondents indicated that they would like to have more information about the CEG Project.

6. Sixty-eight percent of the respondents indicated that they would be interested in attending a regional meeting to learn more about the CEG Project.

7. The following is a summary of the counselors' opinions of the CEG Project as an educational project:

   a. good to excellent project 59
   b. too restrictive 34
   c. should be expanded 37
   d. regular school not equipped 17

Findings Concerning Students' Appraisal of the Nurse's Services

In January and June 1971, a questionnaire appraising the nurse's services was given to 100 girls in the program. The following is a summary of the findings of the students' responses:

1. Seventy-five percent of the girls indicated that the nurse's services were <u>quite helpful</u> to <u>very helpful</u>.

2. Twenty-eight percent of the respondents had little or no information about how babies grow and are born before attending the nurse's classes.

3. Fifty-five percent of the students stated that they learned a great deal about how babies grow and are born.

4. Forty-five percent indicated that they were worried about the baby's health before they came into the program. Most of them were worried whether their baby would be normal.

5. Seventy-three percent of the students indicated that the information received about caring for their baby was quite helpful to very helpful.

6. Seventy percent of the students stated that the information received for their own health was quite helpful to very helpful.

7. The students indicated that the following were the best parts of the nurse's program:

   a. discussion about the baby (general)
   b. audio-visual aids
   c. everything

8. Forty percent of the students stated that the information received from the nurse differed from what her family and friends told her.

9. The students offered the following suggestions to improve classroom instruction:

   a. Make a survey to find out what the students would like to know.
   b. Have more films.
   c. Prepare a guide for each student.
   d. Have outside speakers.

Findings Concerning Students' Appraisal of the Social Workers' Services

In January and June 1971, a questionnaire appraising the social workers' services was administered to 100 girls in the program. The following is a summary of the findings:

1. Seventy-four percent of the respondents indicated that the group discussions were helpful to very helpful.

2. Sixty-six percent of the students stated that the private individual discussions were helpful to very helpful.

3. The four major worries the girls had when they entered the program were as follows:

a. worrying about whether to get married or not
b. worrying about what it is like to have a baby
c. worrying about whether the baby would be normal
d. worrying about losing out in school

4. The students stated the following as the best parts of the discussion group sessions:

   a. relating our experiences
   b. having problems with our parents
   c. being a mother
   d. solving problems

5. Forty-two percent of the girls stated that they didn't know if the father of their baby would like to attend the social worker's session.

6. Thirty-five percent of the students indicated that they had individual conferences with the social worker. They found these conferences very helpful.

Findings Concerning Students' Appraisal of the CEG Classes and Teachers

In January and June 1971, a questionnaire appraising the CEG classes and teachers was administered to 100 girls in the program. The following is a summary of the findings:

1. One hundred percent of the students indicated that the program was helpful to very helpful.

2. Ninety-two percent of the respondents rated their academic classes from good to excellent.

3. One hundred percent of the respondents indicated that they learned a lot in their academic classes.

4. Seventy-five percent indicated that the CEG classes helped them to keep up with the regular school. They rated them from good to excellent.

5. Eighty percent of the students indicated how the services by the teachers were especially helpful:

   a. They were understanding and always helpful. 60
   b. They gave more individual attention. 25
   c. They explained their lessons thoroughly so that you can understand them. 40

6. All the respondents indicated that the program helped them in one way or another. Some of their comments:

a. It helped me to continue my education. 60
b. It gave me confidence in myself. 20

7. Ninety-eight percent of the girls indicated that they would recommend this program to their best friends if she became pregnant.

8. Eighty-four percent of the respondents indicated that more interest was taken in individual students by the CEG teachers.

9. Seventy-eight percent indicated that a great amount of individual attention and assistance have been given by the CEG teachers.

10. Sixty-eight percent indicated that the CEG teachers have more human understanding.

11. Eighty percent of the respondents stated that the CEG teachers have more knowledge of subject matter.

Findings Concerning Teachers' Appraisal of the CEG Project

In June 1970, a questionnaire appraising the CEG Project was given to the staff. The questionnaire was completed and returned by six teachers. The summary of the teachers' responses are as follows:

1. The staff has an average of five years of teaching experience.

2. The class size ranged from 10 to 33. The mean class size was 20.

3. Most of the teachers indicated that the standards in comparison to regular school were about the same. However, some of the teachers stated that the students are given greater encouragement, and richer classroom environment because of smaller class size.

4. Four of the teachers rated the facility as inadequate in terms of instructional equipment, materials, and supplies. Also, four teachers believe the center doesn't have enough teachers to carry out the most effective program.

5. The teachers indicated that 20 students was considered to be the optimal class size for CEG instruction.

6. All teachers agreed that the social worker and the psychological services are a necessary adjunct to the project. Also, they agreed that the services of the nurses are used effectively in the project.

7. All teachers agreed that a doctor is needed urgently on a regular basis to see the girls.

8. The teachers recommended the following to improve the curriculum in this program:

   a. science facilities
   b. a library
   c. more commercial classes
   d. offer more electives
   e. more teachers

9. The teachers stated the following as the major weaknesses of the program:

   a. not enough teachers
   b. not enough teaching equipment
   c. classroom space for some classes is too small

10. The teachers stated the following as the strengths of the program:

    a. cooperative staff
    b. positive attitude of both students and teachers
    c. attention given to students for individual differences

11. The teachers were asked to rate the majority of the students with respect to attendance, motivation and performance in school work, relationship with peers and staff. All the areas were rated from good to excellent, except attendance. The attendance is still a problem in the project.

Recommendations

The CEG Project has tried to bring about changes in the girls' physical health, emotional behavior, and study habits to help achieve a future pattern of behavior that will be more constructive for them. On the basis of the general conclusions drawn from the data of this evaluation, and the evaluator's observations and oral interviews with some of the staff members, the following recommendations regarding the CEG Project are made:

1. The curriculum should be more flexible in order to fulfill the needs of these girls and not necessarily follow rigidly the curriculum set up by the Detroit Board of Education. It is suggested that the CEG staff investigate some alternate instructional models.

2. The evaluator recommends that the following equipment should be added for the business classes. The girls in these classes are trained to be clerks and the only equipment available is typewriters.

   a. adding machine
   b. calculator

c. electric typewriter
d. taperecorder w/dictaphone
e. mimeographing machine
f. replace about 15-20 old typewriters
g. cassette taperecorder

3. An arrangement should be made with Mr. Oliver Agee, Junior Administrative Assistant of the Stevenson Curriculum Laboratory, to demonstrate to the SIP classes the operation and use of all the equipment available in the laboratory. The more equipment the girls know how to operate the better the chances will be to obtain an employment upon graduation.

4. Most of the staff indicated in the interview that there is a lack of equipment and books. The following are some of the equipment suggested:

   a. file cabinets
   b. portable washer
   c. portable dryer
   d. water cooler

5. More space is urgently needed for the nursery. The present space is too small and also it is very poorly located. A teacher can't teach with babies crying in the back of the room.

6. The evaluator recommends <u>at least one more</u> telephone line for the center. There is only one line for the following personnel:

   a. two social workers
   b. two senior and homebound teachers
   c. one secretary
   d. two paraprofessionals

7. More adequate medical care should be given to the girls. There should be a contract for regular service by both the doctor and the nurse to provide a stated number of hours of classroom instruction on a regularly scheduled basis.

8. A male social worker is urgently needed on a regular basis to work with the putative fathers most of whom need help, and also to provide a direct support of the returning students to regular school.

9. The evaluator recommends that every girl should receive a rectal thermometer upon their return from the hospital, and the girls should be taught how to take and also be able to read the temperature of the baby.

10. All the lectures and discussions given by the doctor and the nurse should be taperecorded and kept on file for the girls who are absent or on homebound. I suggest on topics such as the following:

a. prenatal care
b. postnatal care
c. adoption
d. nutrition
e. how to take care of the baby

11. A number of player back only cassette taperecorders are needed for instruction in the classroom.

12. Resource Persons--It is suggested that the project should continue to actively recruit resource persons to speak to the girls. Some possibilities might be:

    a. former CEG students who graduated and are employed
    b. former CEG students who returned to regular school
    c. former CEG students who are attending college
    d. people from agancies whom the girls might use

13. A workshop should be set-up for the counselors on a regional basis to help them understand the psycho-socio-economic implications of teenage pregnancy and become familiar with all the procedures.

14. The CEG Advisory Committee should be reactivated. The committee should meet monthly to contribute suggestions and ways to bridge gaps in service and open new areas of resources. It is important that the advisory committee be composed of lay citizens, representing agencies and citizens groups, of educators, parents and former CEG students.

15. There is a need to set-up an in-service training workshop to train all the staff members how to deliver a baby in case of an emergency until the doctor arrives. The project's nurse or the visiting Nurses Association should be consulted to do the training.

16. Monthly staff meetings should be reinstated in the program. It is suggested that every month a consultant from the Office for the Improvement of Instructic.. be scheduled to be the main speaker. These curriculum experts may be able to provide innovative ideas for broadening the existing CEG curriculum.

Conclusion

This evaluation provides strong evidence that the CEG Project has met its objectives and it is effective in motivating and assisting girls to continue their education in the regular school. It is recommended that the program should continue and attempts should be made to permit service to more girls. Finally, the evaluator will make an attempt to interview some of the pregnant girls who chose to remain in the regular school under the new law in order to make a comparison of this group with the CEG center in terms of successes and failures.

Appendix

STATE OF MICHIGAN

75TH LEGISLATURE

REGULAR SESSION OF 1970

Introduced by Reps. Waldron, McNeely, Mrozowski, Thomas L. Brown, Serotkin, Jowett, Mrs. Elliott, Mrs. McCollough and Vaughn

ENROLLED HOUSE BILL No. 4525

AN ACT to provide for the education of pregnant students.

The People of the State of Michigan enact:

Sec. 1. A person, who has not completed high school, may not be expelled or excluded from a public school because of being pregnant.

Sec. 2. A pregnant person who is under the compulsory school age may withdraw from a regular public school program in accordance with rules promulgated by the state board of education.

Sec. 3. A local school district may develop and provide an accredited alternative educational program for persons who are pregnant and voluntarily withdraw from the regular public school program or a local school district may contract with the nearest intermediate school district offering an educational program required by this act. A local school district shall be

(144)

reimbursed for these programs in accordance with section 12 of Act No. 312 of the Public Acts of 1957, as amended, being sections 388.622 of the Compiled Laws of 1948.

Sec. 4. The state board of education shall promulgate rules to implement this act in accordance with and subject to Act No. 306 of the Public Acts of 1969, as amended, being sections 24.201 to 24.315 of the Compiled Laws of 1948.

This act is ordered to take immediate effect.

SUBJECT: PROCEDURES RELATED TO PREGNANT STUDENTS

FROM : Office of Pupil Personnel Services

TO : All Principals

Current Michigan Law states: "A person who has not completed high school may not be expelled or excluded from a public school because of being pregnant." The law does allow for the establishment of accredited alternative educational programs for persons who are pregnant and voluntarily withdraw from the regular school program. In view of this legislation it is suggested that the following procedure be approved:

1. Girls under the compulsory school age may be excused from further attendance at school at any time during their pregnancy when such request is recommended in writing by a physician. (Appropriate forms can be obtained from the Attendance Department.)

2. When the girl's physical condition does not warrant absence from school, a physician's statement must be obtained and made a part of the student's record. This statement should indicate any necessary curtailment of program in view of her condition and the estimated date at which she should terminate her attendance at school due to her physical condition. (The physician's statement may be modified at any time to further curtail attendance or to extend the period of time at which she may remain in school.) Also, a statement should be obtained from the parent in which the parent assumes full responsibility for the safety and well-being of the student in the case of an accident which might traumatize her physical condition. In the event that the principal determines that the limitation on the student's activities imposed by the physician cannot be reasonably accommodated within a regular school program, the principal may recommend that the student be given a modified educational program or that she be excused from further school attendance on the basis of her physical disability. (Appropriate forms can be obtained from the Attendance Department.)

3. If a girl is under the compulsory school age and her physical condition does not warrant an excuse from regular school attendance, but her parent contends that regular school attendance would emotionally traumatize the student, such cases should be referred to the region social work office for an interview with the parent and student by a school social worker. The social worker's recommendations should then be reviewed by the principal, who would render a decision with regard to further school attendance. A denial of the parent's request by the principal could be appealed to the region office for review. The region attendance office should be notified of the final decision.

4. Following delivery, the girl may return to school at any time following the presentation of a signed physician's statement which indicates his approval of her return to school. Included in any such statement should be an indication of any temporary restriction in activities and the time period of such restrictions. The principal may determine if such limitation on the student's part can be reasonably accommodated during the regular school program. (Appropriate forms can be obtained from the Attendance Department.)

Of course, none of the above will prevent the voluntary separation of a pregnant girl from the regular school program if she has been approved for attendance in the Continuing Education for Girls Program conducted by the Detroit Public Schools or any alternative program which has been approved by the Detroit Public Schools.